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Inclusive Policies and Procedures:

A Guide for Child Care Programs

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Acknowledgements

Child care programs have long recognized the importance of policies and procedures to communicate clear expectations and ensure consistency in the delivery of quality child care programs. For many years staff and boards of child care programs have been involved in the development of such program policies. We gratefully acknowledge the following child care organizations for enthusiastically sharing the fruits of their work to aid in the further development of policies for inclusive child care programs:

Collingwood Neighbourhood House
Developmental Disabilities Association
Franklin Community School Association
Kiwassa Neighbourhood House
Riley Park Community Association
Vancouver Society of Children's Centres
Vancouver Supported Child Care Services Society
Westcoast Child Care INFORM

The Committee members for this Project, who together brought many years of expertise in child care administration and management and a commitment to inclusive, quality child care, were:

Ruth Bancroft, Langara Child Development Centre
Dianne Goldberg, Westcoast Child Care INFORM
Rika Lange, Community Care Facilities Licensing

Adele Ritch was the principal writer of this Guide.

Westcoast Child Care Resource Centre Consultation Services developed this Guide at the request of the Vancouver/Richmond Region of the Ministry for Children and Families. Funding for both the development and the printing of the Guide was provided by the Ministry for Children and Families.

The sample policies and procedures in this document have been built on the work of a community of families and child care providers. In the spirit of a free flow of knowledge and ideas, child care programs are invited to use any of the wording contained in this document as a starting place in the development of their own inclusive policies and procedures.

Purpose of This Document

Inclusion of children requiring extra support is encouraged throughout the child care sector. This document has been prepared at the request of the Ministry for Children and Families to assist child care programs that enroll children who require extra support. It is expected that the document will be useful to child care programs in the province as they establish inclusive operating policies and procedures and strive to become increasingly inclusive of all children.

The document addresses two key areas:

1. Rationale for policies and procedures relating to inclusion
2. Sample policies from which programs may develop their own statements.

This document does not speak to all topics that programs are expected to address in a comprehensive policies and procedures manual. If programs are developing a manual for the first time or conducting a thorough review of an existing manual, it is recommended that they go beyond this document and seek guidance from their licensing officer, Westcoast Child Care INFORM and the Westcoast Child Care Resource Centre Library as well as experienced and respected child care programs in their communities.

Revising Program Policies and Procedures

Program philosophy statements and clear policies are essential for communicating expectations, ensuring consistency and guiding staff, board and family decision making. An inclusive program philosophy and program policies which reflect inclusion are essential in the provision of inclusive child care programs.

This does not mean that centres must necessarily create special policies for families with children requiring extra support that differ from the policies that are in effect for families of typical children. Rather, it means, in some cases, adapting existing policies to ensure that they address the needs and concerns of all families. It may mean developing new policies which specifically address the care of children with extra support needs.

When a child care program is developing or revising their policies and procedures, it is often helpful to form a Review Committee representing those who are affected by and/or are expected to implement the policies. Other knowledgeable individuals in the community may be invited to sit on the Committee. The Committee usually reviews the existing manual to identify policy areas that require revision and works together to draft the desired changes. All recommended revisions must be adopted as policy by the Board of Directors that oversees the child care program.

✓ Statement of Program Philosophy

Child care programs are required to have a statement that describes their particular philosophy of care. This statement identifies the purpose of the child care program as well as the values and beliefs upon which the program is based.

Sample

All families and children are welcome in our program regardless of race, language, religion, ethnicity, socio-economic status, ability, gender or sexual orientation. We encourage and support all children to reach their potential through an environment that provides opportunities for optimal social, emotional, physical and intellectual development. Feelings of confidence and success are promoted through a wide range of child appropriate activities.

Sample

At our Child Care Centre we believe that:

Children are entitled to environments and opportunities that foster positive emotional, social, cognitive and physical development and that value inclusivity, multiculturalism, interdependence and dignity.

Families are entitled to be involved in a meaningful way in their child care experience and deserve assurance of quality care for their children while they are involved in work commitments, educational and/or personal fulfillment or while child care is part of a care plan for a family.

Staff are entitled to a working environment which recognizes and respects their training, skills and commitment to child care and which demonstrates this through respectful communication and personnel policies.

The Centre enhances the lives of children, their families and the community by providing a caring, supportive and vital community service.

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Sample

Inclusiveness will be reflected in all programs and policies and families/legal guardians are encouraged to participate in ways that are meaningful and suitable to their work and lifestyle.

Children are encouraged to participate in all aspects of the program including both large and small motor activities both indoors and out of doors. Every effort is made to include children of diverse abilities in every aspect of the program through the use of special equipment, carefully planned access and other modifications to the environment.

Sample

Our child care programs respect, reflect, and promote the inclusion of all people. We are enriched by diversity of age, culture, religion, sexual orientation and abilities of all people in our community.

We believe that:

Children have diverse abilities and are entitled to a supportive, quality environment and to a variety of opportunities to foster optimal development of their social, emotional, physical, creative and intellectual skills. Our programs support the inclusion of all children.

Families are entitled to be involved in a meaningful way in their child care experience and deserve assurance of safe, quality child care for their child.

Staff are entitled to a work environment which is free from discrimination and harassment, which supports the dignity and self esteem of all employees and which values and honours training, experience, culture and commitment to child care.

The child care program enhances the lives of children, their families and the community by providing an essential service.

Enrollment

Child care centres should have a clear policy statement regarding who may enroll in their programs. The enrollment policy provides guidelines to ensure that children are admitted to the program in a fair and consistent manner. Enrollment criteria must conform to human rights legislation as well as child care licensing regulations.

Enrollment criteria usually includes the number and ages of children who may be admitted as stipulated by the license type. It is often necessary to consider priorizing enrollment to facilitate fair and transparent access to the program. Priorizing considerations may include:

- Children currently enrolled in one age group and moving on to next age group
- Children currently enrolled in part time and increasing to full time
- Siblings of children currently enrolled
- Participants in associated programs such as students in an educational institution
- Employees of the sponsoring organization
- Families within a designated geographical boundary
- First come first served only

Families with children who need extra support may come in contact with a child care program in a variety of ways. Families may approach the child care program directly as would any other family, they may be referred to the program by a Supported Child Care Consultant or they may be referred to the program by a Ministry for Children and Families Social Worker or other service provider.

Centres should provide families with contact information for the Supported Child Care Consultant and the Ministry for Children and Families Supported Child Care Social Worker. This will assist in the enrollment process and successful inclusion of the child in the child care program.

When a family seeks to enroll a child with extra support needs, the centre is expected to follow the enrollment procedures used with all families applying to the program. In addition, when enrolling children with extra support needs, the centre will endeavour to obtain written documentation from families, previous caregivers or other professionals involved with the child as appropriate. Centre staff must obtain written consent from families to seek such information and before releasing any information about the child to others. This excludes the responsibility staff have as outlined in legislation related to child protection and information subpoenaed by the court.

Sample

This program serves children ages 5 - 12. Enrollment priority is given to children who attend ABC Elementary School and children with extra support needs as reflected in the Inclusion Contract from the Ministry for Children and Families.

Sample

This child care centre offers care to children under three years of age. Enrollment priorities are as follows:

- *Children with extra support needs*
- *Siblings of children already enrolled in the centre*
- *Children whose families participate in the XYZ employment preparation program*
- *Children whose families work or attend school in the KLM neighbourhood*
- *Children whose families are employees of the XYZ employment preparation program*
- *Other children*

Sample

To be eligible for enrollment in the program under the Inclusion Contract, a child must require Range 2 or Range 3 support and must have an open Special Needs file with the Ministry for Children and Families.

Centres should provide families with contact information for the Supported Child Care Consultant and the Ministry for Children and Families Supported Child Care Social Worker. This will assist in the enrollment process and successful inclusion of the child in the child care program.

Before a child with extra support needs is enrolled, staff will endeavour to obtain information from previous caregivers and other professionals involved with the child to help develop an appropriate individual plan. Written consent from the family will be obtained before any information about a child is requested from or released to others except where there is a child protection concern or a court subpoena.

Wait List

It is common for there to be more children needing care than a centre can accommodate. It is therefore necessary to maintain a wait list. Centres may require two wait lists - one for families of typical children and a separate list for families with children requiring extra support. Each of the two wait lists may be governed by the same set of enrollment priorities established for the centre.

Sample

Families will be placed on either the "typical" or "extra support" wait list according to the Centre's enrollment priorities. Wait listed families will be offered an available space depending on the current population in the program, the needs of the child and the requirements of the Inclusion Contract.

Denial of Space Appeal

When a child is denied enrollment in a child care program, the child's family needs to have an appeal process available to them. This ensures accountability and transparency for the way in which such decisions are made.

Sometimes the current enrollment of children with high needs may make it necessary for a centre to deny enrollment to a child who otherwise would be eligible to enroll in the program. Where centres do not abide by existing enrollment policies and procedures, documentation of the rationale used must be provided to the family.

If the family wishes to appeal such a decision, programs should use their existing complaints resolution process. A Supported Child Care Services Consultant and/or an MCF Social Worker may have a role in providing support to both the family and the child care program in working toward a resolution. It is suggested that when a space is denied to a child with an open Special Needs File with the Ministry for Children and Families, the centre would notify the Ministry and provide documentation of the rationale provided to the family.

Sample

When a child is denied enrollment to a child care program, documentation of the rationale used to make this decision will be provided to the family. If the family wishes to appeal this decision the program will use its complaints resolution process.

If the child has an open Special Needs File with the Ministry for Children and Families, the centre will inform the Ministry of its decision and provide documentation of the rationale provided to the family.

✓ Termination of Services

For all programs, identifying the circumstances in which services may be terminated is very important to avoid misunderstandings and conflict. In general, termination of services may be required for some of the following reasons:

- Fees for service are not paid according to the financial policies in the family-centre agreement and suitable arrangements cannot be agreed upon
- Family does not abide by expectations in family-centre agreement and successful resolution of the differences is not achieved
- Family member harasses, threatens abuse or commits a violent act towards staff, child or other family involved in the program
- The centre is unable to resolve problems of late pick up with a family
- The child's behaviour is severely disruptive or physically threatening to the well-being and safety of other children or staff and additional supports to accommodate the child are either not available or have been accessed but have not been successful

As termination of services is disruptive to the family, the child and the program, it is advisable to explore every possible resolution before determining the centre can no longer provide services to the child. Steps that might be taken to look for solutions include:

- Working with the family to identify other more suitable programs and resources
- Consulting with professional support resources such as a Consultant from the Supported Child Care Service and Licensing
- Requesting increased staffing through the Supported Child Care Service or the Ministry for Children and Families
- Referring to appropriate services for staff training or intervention with the child and/or family

Accountability for termination of services is between the child care program and the child's family whether or not this program has an Inclusion Contract or another form of support from the Ministry for Children and Families. If the child has an open Special Needs File with the Ministry for Children and Families, it is suggested that programs contact the MCF Supported Child Care Social Worker before taking steps to terminate services to a particular family. The Social Worker may be helpful in determining additional ways to support the child, the family and the child care setting.

Notice will be given to the family/legal guardian as outlined in the centre's policies and procedures except where there are extenuating health and safety issues. The centre should work with community resources to identify ways to support the child during the notice period.

Sample

At ABC Child Care Society, staff are committed to providing a caring and supportive environment for all children and families. However, termination of services may be required if:

- *Fees for service are not paid according to the financial policies in the family-centre agreement and suitable arrangements cannot be agreed upon*
- *Family does not abide by expectations in family-centre agreement and successful resolution of the differences is not achieved*
- *Family member harasses, threatens abuse or commits a violent act towards staff, child or other family involved in the program*
- *The centre is unable to satisfactorily resolve problems of late pick up with a family*
- *The child's behaviour is severely disruptive or physically threatening to the well-being and safety of other children or staff and additional supports to accommodate the child are unavailable*

Termination of services is a last resort measure. Before the centre determines they cannot continue to provide services to the child, steps will be taken to accommodate the child's needs. Such steps include:

- *Working with the family to identify other more suitable programs and resources*
- *Consulting with professional support resources such as a Consultant from the Supported Child Care Service*
- *Requesting increased staffing through the Supported Child Care Service or MCF*
- *Referring to appropriate services for staff training or intervention with the child and/or family*

In the event that termination of services is required, the centre will support the family to access other programs and resources.

Individual Plan

Centres may wish to consider developing written plans for all children enrolled in the program whether or not they require extra support. Written plans for children with extra support needs are required of centres holding an Inclusion Contract with the Ministry for Children and Families.

Often called an *Individual Plan*, this written plan may include some of the following points:

- Identification of the child's strengths and needs
- Identification of the child's exceptional health care needs (See Exceptional Health Care Needs Policy)
- Specified goals over a given time period
- Identification of adaptations to the physical environment that may be required to support the child
- Determination of the supports required in order to ensure provision of quality care to the child
- Determination of the specific times during the day when the child will require extra staffing support
- Description of how transitions and routines will be handled

Several parties may be involved in developing the Individual Plan for a child who requires extra support. In addition to the child's family and centre staff, the planning process might also include the Supported Child Care Consultant as well as other professionals such as a physical or occupational therapist, a speech and language pathologist, a psychologist and others. The Support Guide may be used as a framework for developing the Individual Plan.

The child's family is central to the planning process and the family's goals must be respected and reflected in the Individual Plan. The family always has the final say regarding who is to be included in the planning process. This plan should be reviewed regularly and adjusted as required.

Sample

Centre staff work in collaboration with the child's family to develop the Individual Plan for the child. The family and the child care program may identify other professionals they wish to include in the development of the plan. These might include the Supported Child Care Consultant and other professionals such as a physical or occupational therapist, a speech and language pathologist, a psychologist and others.

The child's family always has the final say regarding who is to be included in the planning process.

Each Individual Plan will identify:

- *the child's strengths and needs*
- *exceptional health care needs*
- *goals over a given time period*
- *adaptations to the physical environment that may be required to support the child*
- *staffing supports required to ensure provision of quality care to the child*
- *specific times during the day when child will require extra support*
- *the child's needs during transitions and routines and how these needs will be met*
- *The Individual Plan will be reviewed regularly and adjusted as required*

Exceptional Health Care

Some children will have exceptional health care needs. Before a plan can be developed for the child, a health assessment must be provided by a physician or other health care professional. Health care professionals join with the family and program staff in developing the Health Care Plan.

When a child has exceptional health care needs, the Health Care Plan addresses the following:

- Information about child's health history
- Information about child's current health
- Health care required by the child while at the program e.g. medications, care procedures, therapies, dietary needs, equipment or supplies
- Required space adaptations
- Activity restrictions and precautions
- Emergency warning signs and symptoms
- Emergency procedures
- Description of the roles and responsibilities of members of the Individual Care Plan Team
- Scheduled review of the Plan

The staffing needed to meet the child's needs is determined by the nature and degree of exceptional health care required. When a child's health care needs do not require clinical judgements, child care staff can be trained to provide the required care. This training must be provided by a health care professional.

Nursing support must be provided when a child is medically fragile and requires the expertise of a medical professional. When nursing support is provided for a child, it is important that the roles, responsibilities and lines of authority of nursing staff in the child care program setting are articulated.

Programs and families need to consider suspension of care to a child if the child's health status changes and if health care procedures and/or staff training to meet the health needs of the child require updating. Changes in medication must be made only by order of the child's physician.

Sample

A Health Care Plan will be developed for all children with exceptional health care needs. Before a plan can be developed for the child, a health assessment must be provided by a physician or other health care professional. The health care professional will be involved with the family and program staff in developing the Health Care Plan.

Children who are medically fragile will attend the program only if the required nursing support is available. Child care staff may attend to the child's health care needs only if they are adequately trained to carry out the necessary procedures. Child care staff must not under any circumstances perform procedures that are identified as requiring professional nursing expertise.

Medication will be administered only on written instruction from the physician and with written consent of the child's enrolling family/legal guardian. Changes in medication must be accompanied by written instructions from the child's physician.

A change in the child's health status or in the required health care procedures necessitate a review of the child's Health Care Plan. Services to the child may need to be suspended while the Plan is under review.

Physical Environment

To help ensure successful inclusion of children with extra support needs the physical environment in a child care centre needs to be carefully considered. When changes to the environment are required, these should be made prior to the child's first day in the program. Ongoing adaptations to the environment may also be required to reflect the child's needs. Considerations may include:

- Security (fences, gates, entrances, lighting, etc.)
- Hazards (furniture, toys, etc.)
- Storage (sufficient for program equipment and children's equipment)
- Room arrangement (activity centres, pathways, acoustics, lighting, etc.)
- Toileting (diaper change area)
- Supplies and equipment (toys, chairs, bikes, etc.)
- Floor and ground coverings

Licensing and other community resources are available to assist centres to assess the physical environment and determine appropriate changes.

Sample

Children are encouraged to participate in all aspects of the program including both large and small motor activities both indoors and out of doors. Every effort is made to include children of diverse abilities in every aspect of the program through the use of special equipment, carefully planned access and other modifications to the environment.

When changes are made to the physical environment of the child care program, accessibility for all children will be addressed.

Transitions

All children and families may need support during a child's transition from one program to another. Children with extra support needs and their families may require additional support.

Transition points include:

- From one program to another program within the same centre
- From one centre to another centre
- From an infant development program to a centre
- From a centre to kindergarten
- From a centre to a program which serves children with specific needs
- From school age child care to community resources (when the child completes grade 7)

The supports needed or wanted by a family during a transition and the role of the centre in providing support will vary. Supports to families may include:

- Provision of written documentation
- Meeting with new service providers
- Coordination of the transition with other service providers and the family
- Visiting new centre/service with the family
- Supporting the child during orientation to the new centre/service

Sample

The centre will work in collaboration with the child's family and other service providers to facilitate a smooth transition between programs and services. Support may include:

- *Provision of written documentation*
- *Meeting with new service providers*
- *Coordination of the transition with other service providers and the family*
- *Visiting new centre/service with the family*
- *Supporting the child during orientation to the new centre/service*

Centre staff will adhere to centre policies regarding confidentiality and the release of information.

Confidentiality

Respecting confidentiality regarding information about families and children is important in all child care programs. A clear policy regarding the handling of information child care programs have about families and children is essential. The policy must include a working definition of confidentiality, identification of the kinds of information considered confidential, and a mechanism for ensuring only authorized access to such information. Policies must also state the conditions under which information will be released and must comply with provincial legislation.

Responsibility to ensure that confidentiality is maintained for all children and families in the program is paramount. Staff in programs that include children with extra support needs may find that they are faced with direct or indirect questions regarding the needs of these children. Clear policy statements and explicit procedures that safeguard personal information are supportive to staff and reassuring to families.

Policies and procedures pertaining to confidentiality need to consider:

- The rights of the child and enrolling family/legal guardian
- The responsibilities of the child care staff and others working with the child and family
- The responsibilities of those involved with managing the child care program
- The responsibilities of the licensing officer to review the children's files as needed
- Legislation and other legal requirements that may apply

Sample

Confidentiality in this program applies to all verbal and written information about potential, enrolling and previously enrolled children.

All staff will be expected to fulfil their obligation to respect protection of privacy. Each individual will ensure that no private or personal information is revealed that may cause another individual harm.

No information will be released about a child and the enrolling parent/legal guardian without first receiving written permission of the enrolling parent/legal guardian. This excludes the responsibility that service providers and others have as outlined in legislation about child protection and/or when information is subpoenaed by the court.

To ensure respect for confidentiality within the child care program, all written information that is confidential will be stored in a secure place that is only accessible to those who need access to this information.

Sample

Staff will talk about a child's disability to other parents and children only after receiving permission to do so from the child's parents/legal guardians. Staff will find out from the parents/legal guardians how they want their child's disability discussed with other families . Staff may make suggestions as to appropriate ways of sharing information with children and adults.

Children's Files

Having policies regarding custody and control of children's files and information is important in all child care programs. Programs holding Inclusion Contracts have obligations in these areas under the terms of the Inclusion Contract.

Information contained in each child's file is confidential. The centre must determine how to retain children's files and dispose of them in a timely and responsible manner that ensures the safety and security of information. This requirement applies to both paper and electronic files.

Sample

Children's registration forms and all other pertinent documents will be properly kept in files and stored in a secured storage unit. Access to children's files will be restricted to those who need this information.

Personnel

It is imperative that job descriptions for child care staff reflect the emphasis placed by the program on inclusion of children with extra support needs. The description of staff qualifications, the job summary and the position responsibilities will reflect a commitment to inclusive child care. The following sample job description relates to inclusive practices and illustrates ways to build on to the regular responsibilities outlined in a typical child care provider job description.

Sample

Qualifications:

All child care providers will have the required certification or necessary training and experience to implement inclusion in the child care setting in accordance with the Child Care Licensing Regulation.

Job Summary:

Provide quality, inclusive child care services and supports that promote the well being of each child and respect and reflect the diverse needs of children, families and communities.

Key Duties and Position Responsibilities (day to day activities):

In keeping with the program policies and procedures, each child care provider in collaboration with the staff team will:

1. *Consult with the child's family and other service providers and review documentation to determine the child's specific extra support needs.*
2. *Develop an individual plan for each child requiring range 2 or 3 extra support.*
3. *Schedule special services (e.g. speech and language, occupation or physiotherapy) and maintain liaison regarding services.*
4. *Ensure that all activities and programming are accessible to all children.*
5. *Maintain a child care environment that reflects people with a variety of abilities in positive ways.*

6. *Provide a physical environment that is safe, supportive and invites participation of children with a range of abilities.*
7. *Identify and resolve barriers to inclusive practice.*
8. *Maintain accurate reports and ensure that documentation is prepared as required by the Inclusion Contract.*
9. *Share information about the child and family appropriately respecting each family's right to confidentiality.*
10. *Access and work cooperatively with community resources to support inclusive practice and address the needs of individual children.*
11. *Identify and participate in professional development activities related to inclusive practice.*

Professional Development

The personnel policies/collective agreement and budget of child care programs which include children with extra support needs should reflect a commitment to inclusion. Staff professional development and training regarding the philosophy of inclusive child care and working with children who have extra support needs should be facilitated.

Sample

Staff are encouraged to access professional development opportunities both within the organization and in the community. On an annual basis, staff will participate in the development of a yearly professional development plan.

The child care program budget will reflect the organization's commitment to the professional development of each child care staff person related to inclusive child care practice.

Insurance and Liability

All child care programs are required to hold insurance protection that includes coverage for, but may not be limited to, contents, fire, theft, property and general liability, and must pay the premiums on these policies. As a Ministry for Children and Families contracted service, child care programs that hold Inclusion Contracts are provided with additional insurance through the Ministry at no cost to the program itself. This insurance coverage extends only to activities related to the delivery of services outlined in the Inclusion Contract and to the children supported through this contract.

Sample

This child care program maintains insurance coverage to protect its assets, property, its Board of Directors and staff as well as the children who use its services. Children who attend the centre and receive support through funding from the Ministry for Children and Families are also protected by the comprehensive general liability insurance provided to all contractors by the Ministry for Children and Families under its Government Master Insurance Plan.

✓ Family Learning

Child care programs use a variety of ways to extend families' understanding of the program's commitment to inclusive care and the provincial Supported Child Care Program. Attention is given towards offering opportunities for all families to learn about the program's policies and practices that support the inclusion of all children including those with extra support needs.

Education may be provided to families in child care programs through a variety of meaningful opportunities. Education may include several of the following:

- Creating and distributing a family handbook
- Posting articles and photos on bulletin boards
- Maintaining a library for families
- Holding family orientations
- Having individual or group family meetings
- Inviting speakers to family meetings
- Showing videos on inclusion in child care settings
- Welcoming family participation/volunteering within the program
- Distributing a program newsletter
- Providing families with appropriate resource materials
- Establishing advisory committees with family participation
- Providing families with opportunities to share their experiences and expertise

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Sample

The child care program will promote a range of opportunities for family education which support the inclusion of children with extra support needs and enhances families' understanding of Supported Child Care.

Educational opportunities will be provided at the family orientation session held in September of each year and at a scheduled meeting with a speaker from the community held once yearly. All families are encouraged to attend these events.

Sample

This child care program welcomes family involvement and educational opportunities in a variety of meaningful ways. Through our family handbook, family orientations and quarterly newsletter, the child care program will promote the inclusion of children with extra support needs. At one of our quarterly family meetings a guest speaker will present and facilitate a discussion on a topic that will reflect our commitment to inclusion.

Community Resources and Liaison

Providing quality child care for all children including those with extra support needs is the goal of all child care programs. Maintaining active links with a broad range of community resources and accessing appropriate supports enhances the ability of programs to provide optimal care for children with extra support needs.

Some children with extra support needs will be involved with community service providers before they enter the child care program. Child care programs will work in collaboration with these providers in the provision of quality child care to individual children.

Child care programs may access resources and support through a variety of community services including but not limited to: Infant Development Programs, Mental Health Services, community health professionals, Community Care Facilities Licensing, regional Health Boards, School Boards, Supported Child Care Services, local Child Care Resource and Referral programs and Westcoast Child Care Resource Centre.

Sample

Staff in the child care program value the many resources in the community available to support all children including those with extra support needs. On an ongoing basis, child care staff will maintain links and work cooperatively with a broad range of community resources in order to access appropriate supports to meet the needs of all children.

Selected Resources

Children with Nursing Support Needs: Recommended Practices for the Child Care Field (1997) . Early Childhood Educators of British Columbia, 2nd edition.

Enhancing Accessibility. A resource manual for communities, child care settings and child care providers (1997) . British Columbia Ministry for Children and Families.

Partnerships in Creating Inclusive Child Care Settings (1999) . British Columbia Ministry for Children and Families.

Practice Guidelines and Procedures for Supported Child Care (1999) . British Columbia Ministry for Children and Families.

Westcoast Child Care INFORM:

- Children's Files (1998)
- Confidentiality (1995)
- Family Handbooks and Agreements
- INFORM Guide: An Administration Manual for Non-Profit Child Care in B.C. (1999, 2nd edition)
- Legal Guardianship Issues and Policies and Procedures (1999)
- Policies and Procedures for Child Care Programs: Tough and Sensitive Issues (1997)
- Policies and Procedures: Rulebook for a Centre (1999)

Copies of this document can be accessed from Westcoast Child Care INFORM. In the lower mainland call 709-8077. From anywhere in BC call the toll free line 1-800-565-3445.